HORRY-GEORGETOWN HGTC TECHNICAL COLLEGE

Summary Report on

Institutional Effectiveness

2003 - 2004

A report to

The State Board for Technical and Comprehensive Education
and
The Commission on Higher Education

In fulfillment of Institutional Reporting Requirements

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INTRODUCTION

In the 2003-2004 cycle, Horry-Georgetown Technical College completed an assessment of its Mission and Goals, and Objectives for both the academic and administrative departments of the College. The College reviewed and affirmed its Mission Statement and made no changes. It reviewed its long range Goals and edited several to reflect both accomplishments and future directions. Actions taken on departmental Objectives were reported and reviewed, and for the first time, all academic and administrative departments within the College established Benchmarks and reported on the Level of Achievement. The Academic Program Review Committee assessed the effectiveness of four academic programs and reviewed the actions taken on recommendations of eight programs from the previous year. The Institutional Effectiveness topics of Academic Advising, Majors/Concentrations (Academic Program Review), Success of Transfer Students, and a Statement of a Technologically Skilled Workforce follow in this report.

ACADEMIC ADVISING

Horry-Georgetown Technical College conducts an assessment of Academic Advising annually. The assessment is a continuing process providing formal follow-up and closure of previous year's evaluations and recommendations. The process also includes an in-depth evaluation of one to two specific departments or areas. The College provides to students two methods for academic advising. The first method concerns incoming students or first time enrollment students. Students upon their initial entry into the College are required to meet with an enrollment advisor upon their completion of the application process and after their completion of the COMPASS test, a standardized test to assess placement in curriculum level coursework. The enrollment advisor reviews all information concerning the student (major/course of study, transcripts, and test score) and then makes recommendations of possible coursework for their initial enrollment. The enrollment advisors also assign each student a faculty advisor based upon their stated major. The second method for advisement occurs after the student's initial enrollment semester. The student then meets with their faculty advisor for further instruction as to their continuous enrollment in the major and their succession through the academic curriculum.

The College evaluated Academic Advising through the two mediums: Faculty Advisement and Enrollment Advisement. The Faculty Advisement consisted of an evaluation to determine eligible graduate's satisfaction with their overall advisement through their academic program. The College determined that more than 95% of eligible graduates were satisfied with their overall academic advising while enrolled within their particular major. Thus, the College exceeded its designated goal of student/graduate satisfaction with academic advising. Though the numbers exceed the anticipated outcome, the College will continue its efforts to provide quality advisement to students.

The College also evaluated the academic/enrollment advisement of students in terms of the placement and retention of students within the Associate of Arts/Associate of Science majors. The studies conducted by the Retention Committee, the Dean of Associate of Arts/Science, and the Office of Institutional Research and Assessment identified various factors that attributed to the advisement and retention of students within the discipline upon their initial enrollment into the College. Several strategies were discussed for implementation and various outcome measures were applied to each strategy to determine its effectiveness. These strategies will be evaluated throughout the upcoming year and discussed with administration and faculty to ensure that quality advisement continues.

Definition and Description of the Component

Academic Program Review consists of findings articulated in departmental reports addressing evaluative criteria including, but not limited to, the Southern Association of Colleges and Schools Criteria for Accreditation. All academic departments complete the Program Review process within a five-year cycle. The establishment of Performance Funding, utilizing Critical Success Factors and Performance Indicators, is evidenced in the outcomes of the process, which have implications for all College operations, goal setting and long-range planning. Actions recommended are unlimited and determined by the Program Review Committee. The recommended actions are forwarded to the College's Planning and Evaluation Committee and then to Cabinet for review, approval and/or disapproval. If the actions are approved, the College must make personnel, physical, and fiscal considerations to accomplish the recommendations and document actions taken.

During 2003-2004, four programs were identified for review and eight programs submitted follow up responses to the 2002-2003 recommendations. The identification and assessment of benchmarks was utilized for the first time in the program review process. A department chair or designee utilized the "Academic Program Review Manual" in preparing their report. The manual included sections for program review introduction, directions for report completion, benchmark measures, licensure examination, full-time/part-time faculty ratios, program accreditation, advisory committee, library resources, faculty professional development, instructional technology, program strengths and weaknesses, special projects or program initiatives, program improvement plan, and calendar.

Major Findings for 2003-2004

Radiologic Technology (Associate Degree)

The Radiologic Technology program prepares the student to assist the radiologist in performing examinations of the body to rule out, or confirm and identify, fractures or diseases. Radiologic Technologists must be educated in the precise use of highly technical radiographic equipment and the application of ionizing radiation in the performance of radiographic procedures. Graduates of the program will have acquired the knowledge, skills, and experiences necessary for success in achieving their career and educational goals, and will possess the potential to have fulfilling lives as effective radiographers in their local communities.

All program benchmarks were achieved; therefore, no improvement plan was required.

Recommendations for actions designed to enhance the program included:

1. To develop a plan to improve and strengthen the clinical experience for students (to include but not limited to the expansion of clinical rotations and/or sites).

Golf Course Management (Associate Degree)
Turf Equipment Technician (Certificate)
Landscape Management (Certificate)

The Golf Course Management curriculum prepares students for golf course management employment in positions of superintendent, assistant superintendent, or foreman. Other employs areas include turf management, soil production, park management, and turf and turf products sales positions. The Landscape Management certificate provides technical knowledge and understanding needed to professional maintain residential, public, and commercial landscapes. The Turf Equipment Technician certificate gives students technical knowledge and practical application skills in the maintenance and repair of sophisticated turf equipment.

All benchmarks were achieved for each program; therefore, no improvement plan was required.

Improvement recommendations included:

1. Landscape Management – To review the need for and submit a recommendation regarding the continuation, revision, or alternate delivery of the Landscape Management program.

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Follow-Up Report for 2002-2003

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The Academic Program Review Committee accepted the responses for the 2002-2003 recommendations as submitted. The recommendations were included as departmental objectives for 2003-2004 and evaluated in the context of normal dean/department chair reporting structure and the faculty performance management system. The original recommendations and the subsequent action document the departmental efforts to improve the quality of the program and instruction.

Developmental Studies

1. To research staffing and process alternatives for providing enrollment advisement (continuation of DS and transition to expected program of study) for currently enrolled Developmental Studies students.

   Action Taken: In coordination with the Deans and Department Chairs, students enrolled in sixteen (16) programs of study (associate degrees, certificates, and diplomas) are now being advised by someone within their department of study. This has reduced the number of advisees which an individual Developmental Studies instructor has assigned to her. We will continue to work with other Department Chairs to make our number of advisees even more manageable.

2. To develop a plan with criteria, standards, and timelines for analyzing both the success rates and graduation rates of students enrolled in the different subject areas offered by Developmental Studies.

   Action Taken: Academic Affairs Administrative Specialist, Academic Affairs, and I are working together to study success rates and graduation rates of students who have taken

Developmental Studies courses. We are studying one section of one subject (from fall of 2001) to look at the success/failure rates of students in that course. We are also going to track the students in that section to see whether the students have withdrawn from school, are still enrolled in school, or have graduated. We will continue to track those still enrolled to see how long the students remain at this institution. We are planning to look at the statistics from this study and then run the same study for other courses. We will use this information to help us set permanent standards and timelines.

3. To research and implement alternative methods of delivery for Developmental Studies courses.

    Action Taken: The Developmental Studies Department offered two hybrid courses this academic year: ENG 032-H1 and RDG 0320-H1. I have been awarded a grant to develop a MAT 032 hybrid course. The hybrid course seems to be a good alternative to our lecture/lab classes.

4. To research and implement alternative methods and/or incentives for recruiting adjunct faculty.

    Action Taken: A good adjunct pool for our department is very important because two-thirds of our total faculty is adjuncts. Not only do we use the normal methods through Human Resources, but I try to have a contact in various high schools in the area and we have in the past advertised in community newsletters (particularly retirement communities). My current adjuncts are good recruiters for new adjuncts. They recommend our program to friends and family.

5. To assess the need and develop a plan for a Library orientation program for students.

    Action Taken: Library orientation will be done at the beginning of each semester in each section of RDG 031, 032 and 101. The orientation will be conducted by a member of the library staff. Students will be also be instructed in the use of the library's website.

Civil Engineering Technology

1. To research partnerships with business for sharing unique and expensive equipment.

    Response – Since the last program review, we have received the most coveted expensive piece of equipment we sought, which was a 5600R Trimble robotic total station. Additionally, we have asked adjuncts who currently teach surveying to supplement instruction in their courses with additional data collectors, GPS receivers, etc. from their companies.

2. To research and develop a plan for the offering of online civil engineering courses.

    Response – The CET Dept is offering CET 120 online, this summer. This breaks ground as the first CET prefix course to be offered on line in this state. The outlook for additional online courses in CET is not favorable, however, due to the high difficulty with offering lab components via online media.

3. To research and implement alternative methods and/or incentives for recruiting adjunct faculty.

   Response – Members of the CET Department have become active in the newly created Grand Strand chapter of ASCE. Through networking at meetings we obtained one new adjunct faculty member and some potential future adjuncts. We are now considering using graduates of the program who gain their professional license to teach our first surveying course, as well.

4. To assess the need and develop a plan for a Library orientation program for students.

   Response – CET students will now receive a library orientation in their first semester class (CET 120) to be offered each year.

5. To develop a plan for strengthening the writing and communication skills of students.

   Response – Working closer with communications instructors who now give assignments to students requiring them to interview instructors in the program. This gives the students a chance to write about things they actually care about and will also hopefully lead to improved technical writing skills.

Electronics Engineering Technology
Electronics Technology

1. To research and develop a plan for the offering of online electronics courses.

   Response: We found that the only SC technical college with any online electronics courses listed was Piedmont Technical College, and that they have courses available in their AIT in Industrial Electronics. We then obtained a listing of available online courses and course syllabi for the following courses: EET 243, EEM 116, and EEM 231. We also searched the Internet sites for the all state universities of the states of Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, and Tennessee. The only university listing any online electronics course was the University of North Carolina at Charlotte. We have on hand a complete package listing the requirements for this program, as well as the syllabus for ETEE 3286 which is one of the courses required for completion of this degree. Due to the lab requirement for all EET and ELT courses, we recommend that no online courses be undertaken at this time.

2. To pursue an instrumentation track in the associate degree program.

   Response: Department personnel surveyed, in person, the following companies using an in-house developed instrument.
   > Grand Strand Water and Sewer
   > Santee Cooper – Grainger Steam Plant
   > Santee Cooper – Control Center)
   > Santee Cooper – Technical Services (Relay/Communications)
   > Horry Telephone

We found utility companies and manufacturing companies to be the primary user of

instrumentation knowledge. A few companies, such as HTC and Horry Electric, use instrumentation but specific training is included in an integrated package obtained from equipment vendors. Still other companies, such as Grand Strand Water and Sewer, train "in house". Only a very few companies, such as Santee Cooper, have a hiring pattern that searches for, among other knowledge, instrumentation knowledge. Santee Cooper's generation plants, the Control center, Technical Services including substation maintenance, relay and the communications group, are all involved in instrumentation and telemetry. Our recommendation is as follows: With the exception of Santee Cooper, no other companies require prospective employees to specifically acquire significant instrumentation knowledge as an application skill. Also, as with other companies in the survey, Santee Cooper currently treats instrumentation knowledge as an edge in applicant's resume, but not absolutely essential. In respect of the above needs, we do not see a need to alter current course(s), because materials currently covered appear sufficient.

3. To develop a retention plan.

   Response: Detailed course syllabi for MAT 170, 175, 176 and 130 were obtained and analyzed as to competencies taught vs. competencies required by electronics students. All competencies that should lead to satisfactory completion of the electronics programs appear to be included. We then researched the freshman ELT class records for any clues as to why students were not successful in first semester ELT courses. In addition, we researched the Fall 2003 EET freshmen in the same manner, noting comparable results. We therefore recommend that math entry scores of prospective electronics students be scrutinized more carefully to try to ensure a higher probability of successful completion of the electronics programs.

4. To assess the need and develop a plan for a Library orientation program for students.

   Response: Department personnel developed a questionnaire concerning the Library/Learning Center and had a selection of present students of the Electronics Technology department complete it. The questionnaire results revealed a need to not only have a yearly Library Orientation, but to specifically conduct it during the first semester of the freshman year. The value of this activity is to give freshman up-front awareness of the Library/Learning Center as a support organization along with the services it provides as it relates to courses within the curriculum. One other notable highlight is that the training provided by the Library/Learning Center teaches how to do effective internet site searches in the electronic category. Students verbally stated that this was particularly useful. In general, the remaining highlights of the orientation were useful to most students. We therefore request Library/Learning Center to conduct a Library/Learning Center orientation for entering freshman students during every Fall Semester.

5. To research and implement alternative methods for recruiting new students.

   Response: Department faculty visited all area high schools and career centers and talked with students regarding the programs offered at HGTC.

   Descriptive reference document has been generated describing the programs offered and met with a Student Enrollment Advisor.

The department has been available for any activities requested by the recruiting committee during the past year. Additionally with Obj. # 1 all the high schools and career centers have been visited.

6. To develop a plan for strengthening the writing and communication skills of students.

    Response: All program course syllabi which did not include writing development activities such as research reports and written laboratory reports have been updated to include them.

Forestry Management Technology

1. To establish a meeting with Clemson University and review and update the transfer articulation agreement.

    Action: Transfer Articulation Agreement updated.

2. To research and implement alternative methods and/or incentives for recruiting adjunct faculty.

    Action: No adjuncts were necessary in 2003-2004, so no recruiting was done.

3. To assess the need and develop a plan for a Library orientation program for students.

    Action: Included as part of overall Forestry Orientation that we do with all students each fall semester.

4. To research and implement alternative methods for recruiting new students.

    Action: Marketing committee developed several new marketing / recruiting ideas including: bimonthly newsletter that went out to all high school Ag teachers, a 30 minute Forestry segment aired on Technically Speaking, and Counselors went to high schools state wide on Forestry Department behalf to recruit potential students.

5. To develop a plan for strengthening the writing and communication skills of students.

    Action: Oral and written presentations are incorporated into core forestry courses. FOR 268, FOR 230, FOR 265 and FOR 263 include major projects on presentation.

Massage Therapy

1. To develop a plan for strengthening the effectiveness of the Advisory Committee.

    Response: Adding additional members to bring the committee membership to eleven members strengthened the Advisory Committee. In addition, the committee voted to meet every month, which was the last Wednesday of the month

2. If enrollment sustains, to determine the value of program accreditation and to make the appropriate recommendation.

    Response: Recommendation to apply for accreditation has been made to the Associate Vice President/Academic Dean. The process for accreditation will begin with the 2004-2005 academic year.

3. To research and implement alternative methods and/or incentives for recruiting adjunct faculty.

    Response: Adjunct faculty has been recruited through Human Resources, Advisory Committee referrals, and student referrals.

Personal Trainer

1. To develop a plan for strengthening the effectiveness of the Advisory Committee.

2. If enrollment sustains, to determine the value of program accreditation and to make the appropriate recommendation.

3. To research and implement alternative methods and/or incentives for recruiting adjunct faculty.

4. To research and implement alternative methods for recruiting new students.

    Response for the four recommendations: The program was transferred from the academic section of HGTC to Continuing Education portion of HGTC.

Phlebotomy

1. To assess all aspects of the phlebotomy program (e.g., duration, size, courses) and present recommendations to the curriculum review committee.

    Response: The program was evaluated and it was determined that the equipment did not meet the safety standards and that more supervision was needed during the clinical sessions. New equipment was ordered and phlebotomists were shadowing the students in the clinic settings. More clinical sites were recruited; therefore, allowing for student enrollment to increase. Nursing students are now being encouraged to take phlebotomy, while waiting to matriculate into the nursing program.

2. To develop a plan for strengthening the effectiveness of the Advisory Committee.

    Response: Adding additional members to bring the committee membership to eleven members strengthened the Advisory Committee. In addition, the committee voted to meet every month, which was the last Wednesday of the month.

3. To research and implement alternative methods and/or incentives for recruiting adjunct faculty.

Response: Adjunct faculty has been recruited through Human Resources, Advisory Committee referrals and student referrals.

SUCCESS OF TRANSFER STUDENTS

One of the critical factors in the effectiveness of technical colleges is the success of students who transfer from the traditional 2-year college to 4-year baccalaureate programs. For the fall semester 2003, the State Board for Technical and Comprehensive Education and the Commission on Higher Education identified 244 HGTC graduates who applied for admission as first-time freshmen to the SC senior institutions of which 184 of those graduates (75%) were admitted. The data also indicated that 153 or 86% of the graduates admitted to the senior institutions were enrolled. Furthermore, the data indicated that 186 (83%) of HGTC graduate applicants to senior institutions applied for admission to two specific S.C. institutions: Coastal Carolina University and the University of South Carolina – Columbia. The data further revealed that a neighboring, senior institution, Coastal Carolina University received 153 (63%) of the total graduate applications.

Also designated in the information shared throughout the SC higher education system was the GPA comparison of transfer students to the native populations of the senior institutions. For reasons of population differentiation at the other delineated transfer institutions and the high percentage of those transferring to the neighboring college, HGTC compared transfer students GPAs to the native population of Coastal Carolina University. The analysis indicated HGTC students had a slightly higher GPA than the native student population of the senior institution. The overall analysis also revealed that students who transferred with 60 or more credit hours from HGTC had comparable GPAs to native student population at each senior institution defined as receiving transfer students from the College.

STATEMENT OF A TECHNOLOGICALLY SKILLED WORKFORCE

The Mission of Horry-Georgetown Technical College specifically addresses the institution's policy to provide a technologically skilled workforce: "provide accessible, affordable, high-quality, comprehensive two-year collegiate education and workforce training" and "lead in technological innovation". To accomplish this Mission, the College has identified relevant long-range goals such as: "To upgrade and improve academic and administrative access to information technology hardware and software, in order to stay within current industry standards" and "To increase the use of instructional technologies by college faculty and staff". The establishment of annual objectives by departments is directly related to supporting and achieving the long-range goals and a commitment to the Mission of the College.

'Developing A Curriculum' (DACUM) is employed by academic departments to ensure that a program is current and relevant for meeting the needs of business and industry. During a DACUM, all necessary skill levels, including technology, are identified. The evaluation includes experts from business, industry, and education. Finally, the college utilizes the Employer Follow-up Survey to evaluate employer satisfaction with students who have graduated and been hired with the results being utilized to improve the quality of instruction. Likewise, the Graduate Follow-up Survey is used to evaluate student satisfaction with their respective program of study.